

## WASHINGTON STREET ELEMENTARY

325 Washington Street  
Hartsville, South Carolina

<b>Grades</b>	1-3 Elementary School	
<b>Enrollment</b>	368 Students	
<b>Principal</b>	Valerie M. Sawyer	843-383-3141
<b>Superintendent</b>	Dr. Rainey Knight	843-398-5200
<b>Board Chair</b>	Connell Delaine	843-332-2852

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>Excellent</b>
2009	Below Average	At-Risk
2008	Below Average	At-Risk
2007	Average	Good
2006	Below Average	Excellent

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

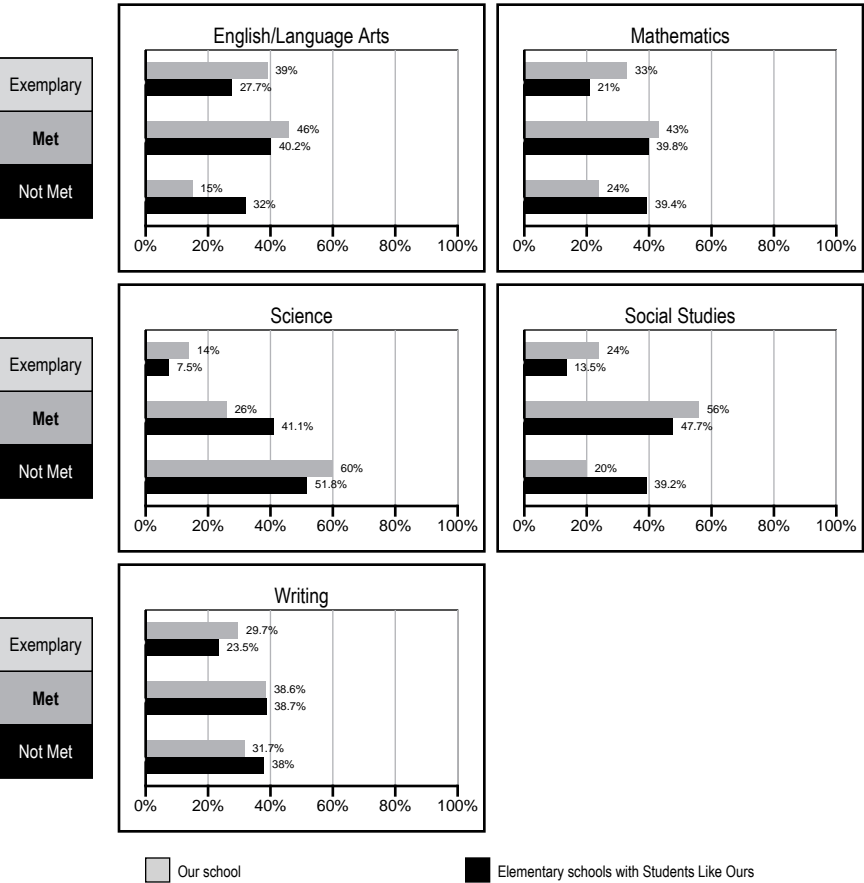
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
1	4	103	43	18

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=368)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 99.2%	100.0%	100.0%
Retention rate	7.6%	Up from 6.2%	1.6%	1.2%
Attendance rate	94.8%	Down from 96.2%	95.8%	96.1%
Eligible for gifted and talented	0.8%	Up from 0.7%	5.2%	11.7%
With disabilities other than speech	14.1%	Up from 10.3%	8.5%	8.0%
Older than usual for grade	1.4%	Up from 0.3%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.3%	0.0%	0.0%
<b>Teachers (n=30)</b>				
Teachers with advanced degrees	46.7%	Down from 55.2%	58.6%	60.5%
Continuing contract teachers	86.7%	Down from 96.6%	80.4%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	82.5%	Up from 80.4%	84.9%	87.0%
Teacher attendance rate	95.8%	Up from 95.1%	95.2%	95.4%
Average teacher salary*	\$48,369	Up 0.9%	\$45,655	\$47,288
Professional development days/teacher	20.4 days	Down from 22.9 days	11.1 days	10.5 days
<b>School</b>				
Principal's years at school	7.0	Up from 6.0	3.0	4.0
Student-teacher ratio in core subjects	15.8 to 1	Down from 22.7 to 1	18.0 to 1	19.2 to 1
Prime instructional time	88.3%	Down from 89.0%	90.3%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.9%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,460	Down 1.8%	\$8,280	\$7,548
Percent of expenditures for instruction**	68.5%	Down from 70.5%	67.8%	68.7%
Percent of expenditures for teacher salaries**	62.2%	Down from 66.7%	62.8%	65.1%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Great diligence, effort, and a determination to achieve at higher levels defines Washington Street Elementary School's students, families, staff, and community, as we strive in partnership to provide quality educational opportunities for all of our students. As a Title I school, located in Hartsville, SC, and a part of the Darlington County School System, the school's improvement goals and commitment to success for all students is reflected in our school motto, "We Strive for Excellence!"

This year, English-Language Arts instruction centered on our continued participation in the Reading First Program, which provided funds for professional development of teachers in literacy instruction, as well as a number of books and materials for students to improve their literacy skills.

Math achievement became our primary focus this year, due to an identified need to increase the number of African American students who achieve at the "Met or above" level on the state's accountability test, PASS. Teachers received professional development, and students were targeted for specific skills instruction, based on their identified needs identified through benchmark and Measures of Academic Progress (MAP) testing.

In science and social studies, students participated in a variety of field trips and hands-on activities to assist them in making real-life connections with the concepts taught in these academic subjects.

Washington Street Elementary has continued to encourage family and community involvement at our school by promoting our belief that students benefit most when all of the adults in their lives work together to ensure their successful academic and social achievement. Our school hosts events such as Open House, Meet the Teacher Day, Family Math, PASS, and Reading Nights throughout the school year. These are designed to foster a cooperative spirit and to encourage family and community participation. Our Family/Community Involvement Room has also provided families with a comfortable atmosphere in which to participate in workshops and conferences, all focused on the success of our students.

Washington Street Elementary continues to "Strive for Excellence" for our students, staff, and community. Focused on the success of all students, we will continue to promote a positive and productive learning environment that will place our students on the road to future success.

Mrs. Jada Gore, School Improvement Council Chairperson  
Ms. Valerie M. Sawyer, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	30	85	26
Percent satisfied with learning environment	96.7%	91.7%	80.0%
Percent satisfied with social and physical environment	82.8%	91.8%	76.0%
Percent satisfied with school-home relations	80.0%	87.1%	80.0%

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress	YES
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This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	NI-DELAY
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.1%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.3%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	94.8%	94.0%*	Yes

\* Or greater than last year

## PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	115	100	17.4	44	38.5	92.7	79.8	83.5	Yes	Yes
Gender										
Male	60	100	14.3	51.8	33.9	94.6	76.4	80.1	N/A	N/A
Female	55	100	20.8	35.8	43.4	90.6	83.3	87	N/A	N/A
Racial/Ethnic Group										
White	32	100	16.7	30	53.3	96.7	87.6	89.6	I/S	I/S
African American	80	100	17.1	51.3	31.6	90.8	74	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	93.3	92.7	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	78.6	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	23	100	34.8	47.8	17.4	82.6	50.5	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	78.8	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	95	100	16.7	45.6	37.8	93.3	75.1	76.9	Yes	Yes

## Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	115	100	27.5	39.4	33	82.6	77.1	80.4	Yes	Yes
Gender										
Male	60	100	23.2	44.6	32.1	83.9	75.2	78.4	N/A	N/A
Female	55	100	32.1	34	34	81.1	79	82.5	N/A	N/A
Racial/Ethnic Group										
White	32	100	10	26.7	63.3	93.3	85.8	87.8	I/S	I/S
African American	80	100	35.5	43.4	21.1	77.6	70.6	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	93.3	93.5	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	77.1	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	23	100	52.2	17.4	30.4	65.2	43.8	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	77.3	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	95	100	27.8	43.3	28.9	82.2	72	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	60	98.3	56.4	25.5	18.2	43.6	64.5	67.3
Gender								
Male	25	100	50	36.4	13.6	50	63.5	66.9
Female	35	97.1	60.6	18.2	21.2	39.4	65.6	67.7
Racial/Ethnic Group								
White	14	100	46.2	23.1	30.8	53.8	79.2	79.6
African American	45	97.8	58.5	26.8	14.6	41.5	53.7	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	81.8	84.4
Hispanic	1	I/S	I/S	I/S	I/S	I/S	63.3	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	12	91.7	54.5	18.2	27.3	45.5	31.1	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	66	58.6
Socio-Economic Status								
Subsidized meals	51	98	55.3	25.5	19.1	44.7	56.5	55.4

Social Studies

All Students	59	96.6	23.6	52.7	23.6	76.4	69.5	70.9
Gender								
Male	36	97.2	23.5	52.9	23.5	76.5	68.6	70.1
Female	23	95.7	23.8	52.4	23.8	76.2	70.5	71.7
Racial/Ethnic Group								
White	18	100	5.9	52.9	41.2	94.1	79.7	79.2
African American	39	94.9	33.3	52.8	13.9	66.7	62.1	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	86.8
Hispanic	2	I/S	I/S	I/S	I/S	I/S	68.2	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	15	86.7	30.8	46.2	23.1	69.2	38.8	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	67.5	68
Socio-Economic Status								
Subsidized meals	47	95.7	20.9	60.5	18.6	79.1	63.5	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	114	91.2	31	39	30	69	65.2	72.1	94.8	95.5
Gender										
Male	60	93.3	34	43.4	22.6	66	58.3	65.2	94.5	95.2
Female	54	88.9	27.7	34	38.3	72.3	72.4	79.2	95	95.8
Racial/Ethnic Group										
White	31	100	20	23.3	56.7	80	76.2	80.8	93.5	94.9
African American	80	87.5	35.8	46.3	17.9	64.2	57.1	59.7	95.1	95.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	87	98.3	96.7
Hispanic	3	I/S	I/S	I/S	I/S	I/S	61.6	64.6	97.1	96.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	94.7
Disability Status										
Disabled	19	52.6	I/S	I/S	I/S	I/S	20.5	27.7	92.6	94.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	98.1	98.1
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	61.8	63.7	97.5	97.1
Socio-Economic Status										
Subsidized meals	95	91.6	31.3	44.6	24.1	68.7	58.3	61.9	94.7	95.2

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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English/Language Arts

2009	3	130	95.4	26.1	46.8	27	73.9
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	115	100	17.4	44	38.5	82.6
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Mathematics

2009	3	130	95.4	45	43.2	11.7	55
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	115	100	27.5	39.4	33	72.5
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Science

2009	3	65	98.5	67.2	29.3	3.4	32.8
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	60	98.3	56.4	25.5	18.2	43.6
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	61	98.4	32.7	58.2	9.1	67.3
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	59	96.6	23.6	52.7	23.6	76.4
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	129	95.4	45.9	33.3	20.7	54.1
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	114	91.2	31	39	30	69
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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